

Communications – May 23, 2018

CALT – Nils A., **Fran U.**, **Luke H.**, **Lisa B.**, Danielle M., Alida Bus, David R., Katie C., Alice E., Nikoosh C., **Denise M.**, Mark W., **Lorali S.**

Public - Dorothy, Denise (AIJ)

Goal: Development of climate communications strategy recommended to State of Alaska

Department of Education – one science coordinator (Bjorn Wolser)

- No climate change curriculum

Audiences

- K-12 – climate literacy
- University – research on mitigation, adaptation, communications
- Community leaders and resource managers – decision support
- Policy - priorities and funding; state of emergency
- Public audience

K-12 climate change literacy/curriculum (Educational Attainment, Science Fundamentals, Competition)

- State board of education – reluctant no more graduation requirements
- Alaska studies element – increase resources
- Collaborative effort to develop curriculum – science and social studies
- Local environmental issues – as class projects; voluntary use of developed resource/activity
- AKEnergySmart - energy efficiency curriculum; developed by University, REAP staff
- Increase science – weather, climate, fundamentals of earth systems
- Increase educational attainment – spillover effect of science literacy
- Pledge/challenge to become more energy efficient/increase renewables
- Schools compete on energy reduction

University (Communications Partnership, Sustainability Programs, Research Support)

- From, not to/within...
- Sustainability programs underway – state investment, promotion
- Students (debate team, for instance) and faculty as part of climate communications
- Active partner
- Research apparatus – risk and opportunity

Community leaders/resource managers (Managing Risk, Lowering Costs, Improving Sustainability)

- Prioritizing policy elements that impact communities
- Understanding what and why within the policy
- Decision support – risk assessment, analysis, options to address
- Elements within communities that connect to sustainability – identifying and collecting them (Georgetown example)
- Lowering operations cost

- Guidebook for sustainability – reducing costs, finding efficiencies (AML/University partnership)
- Employee handbook – sustainability for local government, efficiency
- Something like energy auditors may be necessary – technical assistance (may exist but not used)

Policy

- Sense of urgency + priorities
- Clarity about content of policy document
- AAPC – handout, executive summary, implementation plan
- Who delivers message is important – know your audience
- Governor’s office + CALT; alignment of stakeholders
 - Early on engagement, socialize
- Unlikely messengers – CWN, health groups, ANTHC, AFN, Nature Conservancy, Ocean Acidification Network/Fisheries,
- Develop focus group
- Who is in charge of coordinating? – Nikoosh

Public audience

- Impacts to Alaskans – not doing anything, as a result of doing something
- Support for process and outcomes
- Increase market – Alaskans interested in and responsive to programs
- Pulling in same direction
- Break into component pieces – efficiency, renewables, planning, protection, research, economy
 - What’s in it for me?
- Simplify messages – campaigns by audience/timing
- Short (policy passage), medium (policy implementation) and long-term (sustainability)
- Community based social marketing

WG

- Lisa (chair), Katie (co-lead) and CALT volunteers
- Governor’s/agency comms team
- Adapt Alaska and other partners